

WORKPLACE READINESS

Curriculum Content Frameworks

Prepared by

Marion Carroll, Smackover High School
Patricia Roberson, Heber Springs High School
Keith Stovall, Marianna High School
Erica Holliday, West Campus Technical Center, Fayetteville

Facilitated by

Karen Chisholm, Program Manager
Office of Assessment and Curriculum
Arkansas Department of Workforce Education

Edited by

Christine Nichols, Program Manager
Susan Prater, Area Supervisor
Office of Career Guidance, Exploration, and Preparation
Arkansas Department of Workforce Education

Disseminated by

Career and Technical Education
Office of Assessment and Curriculum
Arkansas Department of Workforce Education

Curriculum Content Frameworks

WORKPLACE READINESS

Grade Levels: 10, 11, 12

Prerequisite: none

Course Code: 493880

Course Description: Workplace Readiness is designed to teach the employability skills needed to succeed in a high-performance work organization, as defined by the SCANS commission.

Table of Contents

	Page
Unit 1: Resources	1
Unit 2: Interpersonal Skills	3
Unit 3: Information	8
Unit 4: Systems	12
Unit 5: Technology	14
Glossary	15

Unit 1: Resources

Hours: 15

Terminology: ADA (Americans with Disabilities Act), amenities, budget, distribution, downsize, downtime, ecology, entrepreneur, expenditures, facility, FIFO (first in, first out), financial plan, fixed expenses, flextime, goods, gross income, incentives, interest, inventory, job discrimination, just-in-time inventory, lease, modular, negotiate, net income, orientation, outsourcing, personnel, prioritize, profit, recruiting, resources, retention, RIF (reduction in force), seasonal workers, services, sublet, supplies, time management, tradeoff, transaction, turnover, vendors

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce				
Knowledge		Application		Skill Group	Skill	Description
1.1	Identify resources and how companies use them	1.1.1	Suggest ways for companies to improve the use of resources	Foundation	Reading	Adjusts reading strategy to purpose and type of reading [1.3.1] Draws conclusions from what is read [1.3.12]
				Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
1.2	Explain the importance of time management	1.2.1	Maintain a weekly planner or calendar	Foundation	Writing	Composes and creates document - letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] Records data [1.6.16] Summarizes written information [1.6.17] Takes notes from various sources [1.6.18]
		1.2.2	Develop a timeline for a specific project	Thinking	Creative Thinking	Prepares presentation based on research, interviews, and surveys [4.1.10]
			Decision Making	Evaluates information/data to make best decision [4.2.5]		
			Problem Solving	Demonstrates logical reasoning in reaching conclusion [4.4.2]		
			Reasoning	Uses logic to draw conclusions from available information [4.5.6]		

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
1.3	Discuss how companies acquire equipment and utilize space	1.3.1 Design a more efficient use of a designated space	Foundation	Writing	Takes notes from various sources [1.6.18]
			Thinking	Knowing how to Learn	Processes new information as related to workplace [4.3.5]
1.4	Compare and contrast human resource management techniques used by various companies in the community and beyond	1.4.1 Research available resources to determine staffing concerns and workplace problems	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
				Writing	Produces neat, legible document from typewriter or computer [1.6.15]
			Personal Management	Organizational Effectiveness	Identifies characteristics desired by organization [3.3.6]
1.5	Link the budgeting of company resources and the budgeting of personal resources	1.5.1 Prepare a personal budget	Foundation	Arithmetic/ Mathematics	Uses imagination to create something new [4.1.1]
					Applies addition, subtraction, and division to real-world situations [1.1.1]
		1.5.2 Compare earnings in a wages vs. salary situation	Thinking	Reasoning	Calculates dollar amounts [1.1.7]
		1.5.3 Compute employer's cost per employee (includes employee pay stub deductions)			Applies rules and principles to a new situation [4.5.1] Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 2: Interpersonal Skills

Hours: 20-25

Terminology: Aptitude, barriers, brainstorming, collaboration, compromise, conflict resolution, consensus, consequence, consumer, culture, delegate, discrepancy, diversity, empowerment, ethics, flexibility, initiative, integrity, interests, morale, performance evaluation, problem solving, skills, stereotype

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define terminology	2.1.1 Use terms correctly in applied activities	Foundation	Reading	Comprehends written information, and applies it to a task [1.3.8]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
2.2 Identify competencies and skills needed in the workplace	2.2.1 Interpret SCANS 2000 report for competencies and skills needed for 21st century job success	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
	2.2.2 Demonstrate appropriate skills and competencies for a specific task	Personal Management	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]	
			Career Awareness, Development, and Mobility	Identifies education and training needed to achieve goals [3.1.8]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
2.3	Recognize the connection between taking responsibility and achieving success on the job	2.3.1 List characteristics of employees' ways of measuring success on the job	Foundation	Reading	Draws conclusions from what is read [1.3.12] Identifies relevant details, facts, and specifications [1.3.16]
		2.3.2 Generalize similarities between student evaluations and workplace evaluations	Personal Management	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		2.3.3 Explain consequences of meeting or failing to meet performance requirements	Personal Management	Organizational Effectiveness	Presents personal skills as benefits for company objectives [3.3.7] Promotes the goals and values of the organization [3.3.8]
2.4	Identify importance of taking responsibility for personal transitions			Responsibility	Comprehends ideas and concepts related to achieving success on the job [3.4.2] Pays close attention to details [3.4.8] Sets high standards for self in completion of a task [3.4.9]
				Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
2.4	Identify importance of taking responsibility for personal transitions	2.4.1 Develop short-term and long-term career and academic goals	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		2.4.2 Review career and academic development plan	Personal Management	Responsibility	Exerts a high level of effort and perseverance toward goal attainment [3.4.4] Sets high standards for self in completion of a task [3.4.9]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
2.5 Discuss effective communication skills	2.5.1	List the characteristics of an active listener	Foundation	Listening	Listens for content [1.2.3]
	2.5.2	Role-play problems involved in verbal communications			Listens for conversation [1.2.4]
	2.5.3	Present information to a group		Speaking	Communicates a thought, idea, or fact in a spoken form [1.5.5]
	2.5.4	Analyze barriers to communication	Thinking	Writing	Records data [1.6.16]
2.6 Chart team characteristics and goals for team	2.5.4	Analyze barriers to communication	Thinking	Problem Solving	Recognizes and defines problem [4.4.8]
	2.6.1	Create teams and explore strengths and weaknesses	Foundation	Listening	Listens for content [1.2.3]
					Listens for conversation [1.2.4]
				Reading	Comprehends written information for main ideas [1.3.7]
	2.6.2	Demonstrate a win-win situation	Interpersonal	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
				Writing	Records data [1.6.16]
				Teamwork	Contributes to group with ideas, suggestions, and efforts [2.6.2]
					Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge		Application	Skill Group	Skill	Description
2.7	Identify techniques of brainstorming	2.7.1 Demonstrate ability to brainstorm	Foundation	Listening	Listens for content [1.2.3]
				Reading	Applies/Understands technical words that pertain to subject [1.3.6]
				Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
			Thinking	Creative Thinking	Forms opinions [4.1.7]
				Decision Making	Generates options/alternatives [4.2.6]
2.8	Identify types of behaviors that promote or inhibit teamwork	2.8.1 Demonstrate behaviors that promote teamwork	Foundation	Listening	Listens for content [1.2.3]
				Reading	Identifies relevant details, facts, and specifications [1.3.16]
				Speaking	Participates in conversations, discussion, and group presentation [1.5.8]
2.9	Give examples of types of diversity	2.9.1 Explain importance of accepting diversity in the workplace	Foundation	Listening	Listens for content [1.2.3]
				Reading	Identifies relevant details, facts, and specifications [1.3.16]
				Writing	Records data [1.6.16]
			Interpersonal	Cultural Diversity	Recognizes differences among team members [2.2.3]
				Teamwork	Recognizes effects of positive/negative attitudes on co-workers [2.6.4]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce				
Knowledge		Application		Skill Group	Skill	Description
2.10	Discuss approaches to resolving conflict	2.10.1	Demonstrate positive conflict resolution	Interpersonal	Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3] Works effectively with others to reach a common goal [2.6.6]
		2.10.2	Develop a plan to implement personal conflict resolution strategies	Thinking	Problem Solving	Revises plan of action indicated by findings [4.4.9]
2.11	Explain a problem-solving approach	2.11.1	Use a problem-solving approach to solve a specific problem	Foundation	Listening	Listens for content [1.2.3]
					Speaking	Participates in conversation, discussion, and group presentation [1.5.8]
					Writing	Organizes information in an appropriate format [1.6.10]
2.12	Review process for career planning	2.12.1	Complete and analyze career assessment inventories	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2]
					Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
2.13	Develop job acquisition skills	2.13.1	Prepare job-related documents a. Résumé b. Cover letter c. Application d. Follow-up letter	Foundation	Writing	Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling, and punctuation [1.6.5]
					Speaking	Speaks effectively, using appropriate eye contact, gestures, and posture [1.5.11]
		2.13.3	Demonstrate appropriate interview attire and skills (body language)	Personal Management	Self-esteem	Creates self-confidence and positive self-image through proper grooming [3.5.3]

Unit 3: Information

Hours: 20

Terminology: Bias, closed-ended questions, copyright, credential, credibility, ethical, hierarchical, jargon, libel, linear, objective, open-ended questions, plagiarism, prejudice, propaganda, reliability, research, sampling, spreadsheet, subjective, validity

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Explain reasons for acquiring and organizing information	3.1.1 Demonstrate the ability to acquire, organize, and present information	Foundation	Reading	Analyzes and applies what is read to a specific task [1.3.2] Applies information and concepts derived from printed materials [1.3.3]
			Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2] Communicates thoughts, ideas, and facts in a clear, concise manner [1.6.6] Organizes information in an appropriate format [1.6.10] Produces neat, legible document from typewriter or computer [1.6.15]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.2 Explain the importance of effective questions	3.2.1 Develop effective questions for a specific activity	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5] Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Communicates thoughts, ideas, or facts in a written form in a clear, concise manner [1.6.6]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2] Works effectively with others to reach a common goal [2.6.6]
3.3 Discuss concepts of sampling and control groups		Foundation	Speaking	Asks questions to clarify information [1.5.3] Asks questions to obtain information [1.5.4] Responds to listener feedback [1.5.10]
		Interpersonal	Leadership	Encourages/Motivates members of group or team [2.4.6]
3.4 Identify note-taking strategies	3.4.1 Present strategies for taking notes	Foundation	Listening	Comprehends ideas and concepts related to note-taking strategies [1.2.1] Listens for content [1.2.3]
			Writing	Adapts notes to proper form [1.6.1] Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Knowing how to Learn	Applies new knowledge and skills to note-taking [4.3.1] Develops personal learning strategy - note taking, clustering, related items, flash cards, etc. [4.3.2] Uses available resources to improve skills [4.3.4]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.5 Describe criteria to judge usefulness and accuracy of information	3.5.1 Evaluate the usefulness and accuracy of information	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Determines information needed [1.3.10]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Composes and creates document - letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] Records data [1.6.16] Writes appropriate entries [1.6.22]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2] Works effectively with others to reach a common goal [2.6.6]
		Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.3]
			Reasoning	Sees relationships between two or more ideas, objects, or situations [4.5.5] Uses logic to draw conclusions from available information [4.5.6]
		Personal Management	Responsibility	Pays close attention to detail [3.4.8]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
3.6 Discuss legal/illegal and ethical/unethical uses of information	3.6.1	Analyze TV commercials, print advertisements, or online ads to discover if any are misleading or deceptive	Foundation	Reading	Analyzes and applies what has been read to specific task [1.3.2] Distinguishes between fact and opinion [1.3.11]
	3.6.2	Suggest how commercials or ads can be rewritten ethically/legally	Foundation	Writing	Analyzes data, summarizes, and makes conclusions [1.6.2]
			Interpersonal	Teamwork	Works effectively with others to reach common goal [2.6.6]
			Personal Management	Integrity/Honesty/Work Ethic	Chooses ethical course of action [3.2.1]
			Thinking	Decision Making	Generates options/alternatives [4.2.6]
				Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible conclusions [4.4.5]

Unit 4: Systems

Hours: 15

Terminology: Diagnosis, evaluation, feedback, globalization, hypothesis, input, output, performance, prediction, process, redundancy, system, TQM (Total Quality Management), trends

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
4.1 Explain five major categories of systems: social, mechanical, computer, organizational, and performance	4.1.1 List desirable characteristics of an effective system		Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
	4.1.2 Draw an organizational chart		Thinking	Reasoning	Comprehends ideas and concepts related to systems [4.5.2]
	4.1.3 Choose a system, and analyze its performance				Sees relationship between two or more ideas, objects, or situations [4.5.5]
4.2 Discuss how systems work	4.2.1 Develop a system plan		Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
	4.2.2 Analyze system performance		Thinking	Problem Solving	Composes and creates document - letters, manuals, reports, proposals, graphs, flow charts [1.6.8] Demonstrates logical reasoning in reaching conclusions [4.4.2] Recognizes/Defines problem [4.4.8]
	4.2.3 Develop a plan for improving a system's performance			Seeing Things in the Mind's Eye	Visualizes a system's operations from schematic [4.6.3]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge		Application		Skill Group	Skill	Description
4.3 Identify and discuss system inputs, processes, outputs, and feedback	4.3.1 Write instructions to perform a task	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in clear, concise manner [1.6.6]		
		Interpersonal	Leadership	Directs individuals in performance of a specific task [2.4.5]		
	4.3.2 Literally translate instructions, and note or discuss the gaps	Foundation	Listening	Listens to follow directions [1.2.6]		
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]		
	4.3.3 Develop feedback criteria	Foundation	Writing	Evaluates written information for appropriateness/content/clarity [1.6.9]		
	4.3.4 Revise instructions for performing task	Thinking	Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]		
				Revises plan of action indicated by findings [4.4.9]		
			Reasoning	Uses logic to draw conclusion from available information [4.5.6]		
		Seeing Things in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]			

Unit 5: Technology

Hours: 15

Terminology: CD-ROM, data, database, desktop publishing, digital age, e-commerce, e-mail, hypertext, Internet, Intranet, modem, network, node, PDA (personal digital assistant), peripheral, protocol, scanner, search engine, spreadsheet, technology, telecommuting, teleconferencing, URL (uniform resource locator), warranty, Web browser, word processing, World Wide Web

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do				ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application		Skill Group	Skill	Description
5.1	Identify types of computer equipment (hardware, software, and peripherals)	5.1.1	Explain ethical uses of computer equipment	Foundation	Writing	Organizes information in an appropriate format [1.6.10] Records data [1.6.16]
5.2	Explain sources of information available through technology	5.2.1	Evaluate sources of information available through technology (Reference 3.1)	Foundation	Writing	Evaluates written information for appropriateness/content/clarity [1.6.9]
				Thinking	Decision Making	Comprehends ideas and concepts related to sources of information available through technology [4.2.2] Demonstrates decision-making skills [4.2.4]
					Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]
5.3	Identify uses of technology in business	5.3.1	Demonstrate ability to conduct an electronic search and acquire and exchange information using the Internet	Foundation	Writing	Evaluates written information for appropriateness/content/clarity [1.6.9]
		5.3.2	Explore Web sites related to emerging business technology	Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]
		5.3.3	Discuss advantages and disadvantages of using the Internet to acquire information (Refer to 3.1)		Knowing How to Learn	Applies new knowledge and skills to business technology [4.3.1] Processes new information as related to workplace [4.3.5]
					Reasoning	Comprehends ideas and concepts related to business technology [4.5.2]
					Seeing Things in the Mind's Eye	Organizes and processes images -- symbols, pictures, graphs, objects, etc. [4.6.1]

Glossary

Unit 1: Resources

1. ADA (American with Disabilities Act) -- a federal law that prohibits discrimination based upon a qualified individual's disabilities, including regulations that outline space requirements for parking, doorways, restrooms, halls, and other areas used by people with disabilities
2. Amenities -- features that provide comfort, convenience, or enjoyment
3. Budget -- a plan for coordinating estimates of income and expenses
4. Distribution -- the process of marketing and supplying goods, especially to retailers
5. Downsize -- to become smaller in size by reduction in personnel
6. Downtime -- the period of time when something, such as a factory or a piece of machinery, is not in operation, especially as the result of a malfunction
7. Ecology -- the study of the detrimental effects of modern civilization on the environment, with a view toward prevention or reversal through conservation
8. Entrepreneur -- one who organizes and assumes the risk of a business or enterprise
9. Expenditures -- costs incurred in the course of doing business
10. Facility -- something built or installed for a particular purpose
11. FIFO (first in, first out) -- method of valuing inventories by which items in the lot first received are assumed to be issued or sold first and requisitions are priced at the cost per item of the oldest lot on hand
12. Financial plan -- a guide to evaluating financial status, identifying goals, and determining ways in which the goals can be met
13. Fixed expenses -- expenses that remain the same regardless of the quantity of goods or services produced; rent and insurance are examples of fixed costs
14. Flextime -- an arrangement by which employees may set their own work schedules, especially their starting and finishing hours
15. Goods -- commodities; wares; items for sale
16. Gross income -- for a business, total revenues exclusive of any expenses
17. Incentives -- encouragement offered to a worker to do a job better and to perform at higher levels, or rewards given to a worker for a job done well
18. Interest -- the cost of using money; banks pay interest to savers, borrowers pay interest to lenders
19. Inventory -- the goods, supplies, or materials in stock
20. Job discrimination -- recruiting, hiring, and promoting practices based upon race, gender, national origin, religion, age, disability, or veteran's status

21. Just-in-time inventory -- a method of acquiring materials so they arrive when they are needed and do not have to be stored for long
22. Lease -- to rent space for a specified length of time at a specified price
23. Modular -- refers to offices with portable walls that enclose cubicles, cubes, mods, or pods
24. Negotiate -- to agree on a matter through conference and compromise
25. Net income -- actual revenue after expenses in a given period of time
26. Orientation -- process by which a newly hired employee learns the basic responsibilities of his or her job
27. Outsourcing -- occurs when a company subcontracts work to an outside business
28. Personnel -- people employed in a business
29. Prioritize -- to put things in order of importance
30. Profit -- the amount of money remaining from a business enterprise after all expenses, including taxes, have been paid
31. Recruiting -- process of attracting qualified applicants to a job opening
32. Resources -- items needed to produce goods or services
33. Retention -- keeping workers on the job at a specific company
34. RIF (reduction in force) -- occurs when conditions force a company to decrease the size of its workforce
35. Seasonal workers -- employees who are needed during specific times of the year (for example, ski instructors are needed in the winter; retail sales clerks are needed around the holidays)
36. Services -- an act or variety of work done for others, especially for pay
37. Sublet -- to lease some or all of a rented property, with the original tenant retaining some rights under the original lease
38. Supplies -- items such as pencils, paper, and computer disks that must be ordered and replaced frequently
39. Time management -- the planning and using of time
40. Tradeoff -- giving up some of one thing in order to get more of another
41. Transaction -- a business deal; a record of business conducted at a meeting
42. Turnover -- the number of workers hired by an establishment to replace those who have left in a given period of time
43. Vendors -- companies that sell services or supplies to manufacturers

Unit 2: Interpersonal Skills

1. Aptitude -- one's potential for learning a new skill
2. Barriers -- behaviors preventing effectiveness
3. Brainstorming -- intensive accumulation of ideas or possible solutions in a limited time
4. Collaboration -- to work jointly with others
5. Compromise -- a settlement in which each party in a disagreement is willing to give in order to receive
6. Conflict resolution -- settling of differences so that people may work together effectively
7. Consensus -- general agreement or accord
8. Consequence -- a result of an action, process, outcome, or effect
9. Consumer -- ultimate user of a good or service
10. Culture -- the predominating attitudes and behavior that characterize the functioning of a group or organization
11. Delegate -- to commit or entrust to another, as in delegating a task to a subordinate
12. Discrepancy -- a difference between conflicting facts, claims, or opinions
13. Diversity -- differences among people
14. Empowerment -- to invest with power, especially legal power or official authority
15. Ethics -- accepted principles of right and wrong that govern conduct
16. Flexibility -- ability to adapt, modify, or change behavior
17. Initiative -- power, ability, or instinct to begin or to follow through with a plan or task
18. Integrity -- steadfast adherence to a strict moral or ethical code
19. Interests -- areas of concern, curiosity, fascination, or involvement that could lead to career choices
20. Morale -- state of the spirit of an individual or group as shown in willingness to perform assigned tasks
21. Performance evaluation -- a documented report giving a critical estimate of work or performance
22. Problem solving -- a technique involving the use of thinking skills to develop solutions to problems and situations

- 23. Skills -- proficiency, facility, or dexterity that is acquired, learned, or developed through training or experience; ability to use one's knowledge effectively in accomplishing a task
- 24. Stereotype -- a commonly held, and oversimplified, opinion or attitude

Unit 3: Information

1. Bias -- prejudice; a personal judgment not based on reason or facts; a "slanted" attitude
2. Closed-ended questions -- questions that limit responses to predetermined answers, such as "yes" or "no" or multiple choice options
3. Copyright -- the legal right of an author, composer, playwright, publisher, or artist to control the use and reproduction of a literary, musical, photographic, audiovisual, graphic, or artistic work
4. Credential -- a sign of accomplishment, such as a diploma, degree, or certificate, indicating that someone is entitled to credit or confidence
5. Credibility -- believability; the trustworthiness of an information source
6. Ethical -- adhering to the accepted principles of right and wrong that govern conduct
7. Hierarchical -- a method of organizing information in which each element is ranked from most important to least important, or from general to specific
8. Jargon -- specialized or technical language of a trade, profession, or particular group
9. Libel -- false written or printed words or pictures that damage the reputation of another party
10. Linear -- a method of organizing information in which the data are arranged in sequential or chronological order
11. Objective -- fair and unbiased; the kind of evaluation that is based on facts rather than personal feelings or prejudices
12. Open-ended questions -- questions that require more than a simple answer, such as "yes" or "no"
13. Plagiarism -- using and passing off as one's own the ideas or writings of another
14. Prejudice -- irrational judgment or opinion of a particular group, race, or religion
15. Propaganda -- ideas, information, or rumors spread to promote or damage an institution, a cause, or a person
16. Reliability -- the degree to which a test would produce the same results if performed again
17. Research -- a careful search intended to discover facts
18. Sampling -- the process of selecting a representative part of a population to identify probable characteristics of the whole population
19. Spreadsheet -- worksheets on which financial data are laid out in rows and columns for comparative purposes
20. Subjective -- based on personal feelings or opinions
21. Validity -- the degree to which a test measures what it sets out to measure

Unit 4: Systems

1. Diagnosis -- the process of identifying and confirming problems or failures in a system
2. Evaluation -- the process of making judgments based on assessments
3. Feedback -- data and information about the output, which is sent back into a systems loop to improve the inputs and processes; feedback maintains or changes what happens in the system as a whole
4. Globalization -- relating to or involving the entire earth; worldwide
5. Hypothesis -- a tentative explanation that accounts for a set of facts and can be tested by further investigation
6. Input -- a supply or support for a system, also known as a resource; examples include people, energy, tools and machines, information, materials, capital, and time
7. Output -- the result of the system; examples include desirable outputs, such as goods and services, and undesirable outputs, such as noise, pollution, and harmful byproducts
8. Performance -- the process by which feedback information or data is relayed back to the input and process stages of a system to improve the output
9. Prediction -- a statement made about the future
10. Process -- the action part of the system in which inputs are combined or processed; examples include producing goods, providing services, and managing operations
11. Redundancy -- an approach to improving a system by adding or layering an improved or advanced system over a prior system, while at the same time retaining the option to use any system or combination of systems desired
12. System -- a group of parts that work together as a whole to accomplish an occupational task or achieve a goal
13. TQM (Total Quality Management) -- a business approach and philosophy in which all elements of the process are integrated to meet the needs and expectations of customers
14. Trends -- current style or preference

Unit 5: Technology

1. CD-ROM -- (compact disk-read only memory) a term applied to a variety of storage formats by which audio, text, and graphics are retrieved by a laser beam that scans microscopic holes in a rotating CD that can store more than 600 million characters
2. Data -- bits of information; one bit of data is called a datum
3. Database -- a collection of data arranged for ease and speed of search and retrieval
4. Desktop publishing -- the use of a personal computer to produce high quality output ready for commercial printing
5. Digital age -- refers to the period of rapid growth and dissemination of common technology and its social impact
6. E-commerce -- the marketing and purchasing of goods and services over the Internet
7. E-mail -- (electronic mail) messages and other communications transmitted over an electronic network
8. Hypertext -- highlighted words in a document that are linked electronically to other documents
9. Internet -- the international electronic network that is composed of thousands of smaller ones, including governmental, commercial, and educational networks
10. Intranet -- a privately maintained computer network that can be accessed only by authorized people, especially members or employees of the organization that owns it
11. Modem -- (modulator-demodulator) a device that enables data to be transmitted between computers, usually over telephone lines but sometimes over fiber-optic cable or wireless radio frequencies
12. Network -- a system of computers and databases that are linked by communication lines
13. Node -- a terminal on a computer network
14. PDA (personal digital assistant) -- a lightweight, hand-held, usually pen-based computer used as a personal organizer
15. Peripheral -- an auxiliary device, such as a printer, modem, or storage system, that works in conjunction with a computer
16. Protocol -- in computers, the rules that govern the formatting of data
17. Scanner -- an apparatus that converts information into digital impulses that a computer can process
18. Search engine -- a program that helps find information by searching for keywords in numerous sources; AltaVista and Info Seek are examples of search engines
19. Spreadsheet -- an accounting or bookkeeping program for a computer
20. Technology -- application of scientific knowledge to practical use

- 21. Telecommuting -- working from a distant location using computers, telephones, modems, and other telecommunications technology
- 22. Teleconferencing -- conducting a conversation or meeting with various parties simultaneously through the use of technology such as computers or telephones
- 23. URL (uniform resource locator) -- a standard way of specifying the location of an object, typically a Web page on the Internet
- 24. Warranty -- a promise in a contract that states the subject of the contract is as represented and that gives the warrantee recourse against the warrantor
- 25. Web browser -- software that allows computers to connect to the Internet; Netscape and Internet Explorer are examples of browsers
- 26. Word processing -- production of written documents by use of various software packages with a computer
- 27. World Wide Web -- (www) a network of linked resources that contain hyperlinks to other resources; the Web is part of the Internet